

ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE  
LEARNING PROCESS OF A FOREIGN LANGUAGE.

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# ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

## **Dedication**

First of all I thank God for giving me life and health to carry out this project, I want to thank my couple who although no longer with me in this world supported me, encouraged me to fulfill my dream of studying this career. To my advisor for sharing his ideas and knowledge, to my friend Mary Lopez who was always helping me and encouraging me to move this work forward, to my classmate Victor for helping me with his opinions for the improvement of this project.

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## **Summary**

This project focuses on analyzing how the use of information and communication technologies (ICTs) influences the motivation of students in the Jesús María Yepes primary school in the municipality of Granada Antioquia, where English is a foreign language for both teachers and students.

Teaching a language, through the use of ICTs, is very useful to improve the English skills of students, as well as to promote and teach them to interact with them so that they know and obtain all the benefits that ICTs offer in the learning of a second language. It studies the two variables; usability of ICTs and the variable of motivation.

It is important to keep children motivated as this contributes to a better development in the area and improvement in their personal and student life. "It is in this first stage of learning that English builds the foundation for what it can be," a lifelong interest in the language and culture in which the English language can be manifested. (Dunn, 1985:1).

In Colombia, it is very important to know and learn the English language. It is essential because it is used in almost all areas of knowledge of human development; thus, the Ministry of Education launched the institutional program called the "National Bilingualism Program," which promotes English proficiency. This program aims to strengthen English as a foreign language, so that citizens can communicate in English and thus contribute to incorporating the country in the processes of universal communication, global economy and cultural openness, with internationally comparable standards (Ministry of Education, 2006, page 6).

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## Chapter I

### Problem statement

The British Council has worked on a campaign to spread the use of English around the world since the early years of the 20th century. This campaign has produced very positive results and today English is the most widely spoken language. Phillipson (1992- 2000).

Given that the English language takes on importance in the national, regional and local territory, according to Guerrero, C. H. (2008); it is necessary to make an analysis of the pedagogy and didactics that is currently used to provide the motivation required by the students so that English becomes interest and pleasure.

The environment in which children learn has evolved through the use of ICTs in the classroom, creating optimal learning environments. Curricular innovation aims to develop students' creativity, critical thinking, communication skills and problem solving in the face of the challenges of a globalized society through digital skills. (Berume, G. 2013).

Currently, in the Jesús María Yepes school, located in the municipality of Granada Antioquia, it is a public educational establishment that offers the teaching of the English language in its curriculum, it has only two hours a week for the teaching of English; which is not properly oriented for reasons such as; the teacher is not properly trained and does not use innovative tools to motivate the student, the groups are made up of an average of 32 to 35 students.

Moreno (2011) concludes that multimedia is a tool for effective didactic mediation in the autonomous learning of a foreign language. The Internet age demands changes in the educational

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world, and education professionals have multiple reasons to take advantage of the new possibilities offered by ICT to promote this change towards a new educational paradigm more personalized and focused on the activity of students.

From there arises the need to analyze the usability of TICs in the teaching of English as a foreign language to interpret if you are influencing the motivation of children, since they do not show enough motivation to learn a foreign language, this is evident in the academic results, pass the English subject at basic levels. It is necessary to implement strategies to attract children's motivation, obtaining higher levels of performance.

The educational institution has implemented activities to improve this situation and has been interested in implementing the use of TICs to contribute to improving academic performance indices. This work will be based on the observation and analysis of the benefits of the application of ICTs through a didactic proposal in the area of the foreign language in this case, English, in the fourth and fifth grade classrooms.

In accordance with the above, the problematic situation makes it possible to identify two factors or components, one independent and the other dependent, as discussed below:

**Independent variable:** corresponds to the usability of ICTs

**Dependent variable:** motivation



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## **Justification**

The teaching of English has acquired great relevance in recent years in the field of education, as a result of the publication of the general education law (115 of 1994), which takes into account the inclusion of a foreign language in the curriculum. Therefore, most Colombian educational institutions have chosen to offer their students the opportunity to learn English as a foreign language.

The learning of languages has been found with great deficiencies within the educational system, reason why many people migrate to other countries to learn it, this situation has been changing with the use of the TICs, because it allows to accede of free and gratuitous way to resources of all type that carry a didactic purpose like for example: duolingo, YouTube, British Council and to unload applications that complement the learning of the English.

The teaching of English as a foreign language is an area based on the development of different communication skills, strategies and competences in which ICTs can play a fundamental role. As stated in several research studies, it is fundamental for the motivation of learning and communication of students, providing numerous benefits. Taylor (2004).

One of the objectives of this study is to compare whether, by implementing the use of ICTs in the teaching of a foreign language, the student increases motivation rates. Everyone knows that it is essential to work in the classroom from a multidisciplinary perspective and, therefore, it is clear how important it is in the teaching-learning process to carry out diverse activities shared between the English subjects. The motivations in the students of a repertoire of attractive multimedia

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materials for them are infinite and more when they can take full advantage of all the elements that compose it.

The need to carry out this research is to observe the influence of motivation in the teaching-learning process of the development of English language skills through the use of technological tools, which means improving the level of access to information for students through analysis and contextualization, for their better educational performance, allows to analyze whether with the use of these technological means students improve their motivation to learn English. As stated by Gutter and Muñoz (2000: 86), it is not limited to a positive motivation of the child within the school environment, but can have a greater impact, the development of favourable attitudes towards the use of language, a perception of language as 'not difficult' and a greater confidence in personal linguistic power and a greater interest in languages.

The use of didactic and multimedia tools in the classroom attracts students to learn a foreign language, so there are applications that allow them to interact and develop activities in a playful and spontaneous way. Arceo y Rojas (1999). To this end, this research paper will study the importance of the use of ICTs in the process of teaching English language learning in primary school students; because, as many authors have mentioned, it is important to start from the first years of life, starting from the motivation as an "incentive, need or desire that the student feels to learn and reach a high level in the target language", a concept in which four components intervene: establishing an objective, the desire to achieve it, favorable attitudes towards a particular activity and effort. It is a concept in which psychosocial variables, motivation and



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attitude towards learning are much more decisive than other factors such as intelligence, since the former are more susceptible to modification (Luján, 1999).

## **General objective**

Analyze the influence of Information and Communication Technologies (ICT) on children's motivation in the process of learning a foreign language at the Jesús María Yepes school in the municipality of Granada Antioquia.

## **Specific objectives**

-  To examine the effect of the use of ICTs used by teachers to teach a foreign language.
-  Analyze the effect of the use of technological tools on the motivation and learning levels of students in the fourth and fifth grades.

## **Chapter II**

### Conceptual and theoretical framework

Information and Communication Technologies (ICT). When these three words are joined together, reference is made to the set of technological advances provided by computing, telecommunications and audiovisual technologies, including developments related to computers, the Internet, telephony, multimedia applications and virtual reality. These technologies basically provide us with information, process tools and communication channels. Venzal Pinilla, R. (2013).

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The term motivation comes from the Latin *motus*, which means 'what pushes and directs one'. Human beings trigger search behaviors when they want something (Marina, 2011), that is, "they perform their actions for certain reasons". These motives are not static, and may change from one day to the next as a result of the close relationship between motivation and people's emotional and affective lives (Marina, 2011). Within motivation, four fundamental theories are distinguished: behavioural, humanistic, achievement and cognitive.

With the rapid development of technology, the English language has become even more popular since the Internet, television, cinema and the scientific world show it as the language of world acceptance. Therefore, the most developed societies require a greater number of qualified people who understand the English language" López Gómez (2013) In the process of acquiring a second language, ICTs could be used to enrich and encourage each of the above-mentioned approaches, so, "most students have lived with them naturally, have grown up in many areas of their daily lives and have now adopted them in their educational work, although they must integrate them properly into their learning processes if they want to develop communication skills or abilities" (López, 2007). It is for this reason that from school, English should be given great relevance, included within the areas of the curriculum, arouse interest on the part of children and get them involved in the learning of this language using ICTs.

Multimedia is today a didactic tool with potential and use by educational software developers. This technology provides teachers and students with a wide variety of invaluable language learning resources. "The introduction of a computer into the classroom is motivating for most

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students because of the wide variety of audiovisual resources that make multimedia resources attractive and fun. Moreno Mosquera (2011).

To show the importance of using ICTs in English classrooms, some studies carried out by different authors are listed.

The study "Description of the pedagogical use of technological tools provided by the Pontifical Javeriana University in the academic community of the Degree in Modern Languages in the teaching and learning of a foreign language (English-French)" describes the process of 186 students who used different ICT tools in their English and French classes during two semesters. The authors found that ICT facilitates the language learning process by providing relevant material and a realistic context for students (Angulo & Guatibonza, 2008).

The thesis entitled "Information and Communication Technologies (ICT)" and its relationship with English language learning in students of the specialty English-French, promotion 2011 of the National University of Education Enrique Guzmán y Valle, Chosica, 2013, had as its main hypothesis that there is a significant relationship between Information and Communication Technologies and their relationship with English language learning in students. It was of the substantive type, descriptive method and descriptive-correlational design. The population was 71 students and the sample was of an intentional, non-probability type. The hypothesis test demonstrated that information and communication technologies are significantly related to English language learning. (Alarcón, 2014).

According to Fernández, MV (2006) in his article ICTs in Teaching English as a Foreign Language (TEFL); an online and offline tool, in which he proposes to redesign the teaching-

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learning environment that has been carried out in a traditional way for a long time in educators and learners and that allows a good development of collective learning. The research aims to include, in addition to face to face classes, Information and Communication Technologies to enable meaningful education where students can find information on different areas related to their academic environment and participate in didactic activities.

Many authors, among them the psychologist Paul Moor (1981), the psychoanalyst Erik Erikson (1982) or the psychoanalyst Donald W. Winnicott (1986), share the opinion that children are more motivated and stimulated in language in the classroom of a foreign language, when authentic materials are used, such as games, images and real objects, instead of traditional artificial materials such as text and exercise books. Authentic materials increase children's level of participation and concentration, an advantage not to be wasted.

Educational psychologists since the 1970s speak of two types of motivation: intrinsic and extrinsic. The intrinsic motivation is the one that starts from the interior of each individual, it is the motivation that impels to do something only because it is desired, whereas the extrinsic motivation is the one that wishes or looks for a final reward, such as: a good qualification, a prize; In the first case the student studies for simple taste the language, the interest to dominate a new language and to know the culture of the country, the reward is then the knowledge and the internal satisfaction. In the second case, the extrinsic motivation is that which is given externally, good grades, praise from the teacher, the family or the classmates themselves. García Sánchez, (2003).

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The motivational design model proposed by Keller (1984), which defends the existence of four categories of motivational strategies or conditions: strategies to activate interest in learning, strategies to achieve the importance of learning strategies, to develop positive learning expectations, results or consequences.

In this sense, the English area has as its purpose the achievement of communicative competence in a foreign language, which will allow the student to acquire information on the most recent and latest scientific and technological advances, whether digital or printed in English, as well as access to new information and communication technologies to broaden their cultural horizon. In addition, it is important to create the conditions and opportunities for the use of innovative methodologies that strengthen the student's autonomy in learning other languages. Vivar M. (2014).

### **Chapter III**

#### Methodology

##### **3.1 Type of research:**

This research has an applied method of qualitative-inductive type in relation to an academic context that gives a general idea of the experiences of students and teachers when they use Information and Communication Technologies (ICT) in their English classes. There is a need to analyze the influence on the motivation of primary school students to learn a foreign language.

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## 3.2 Population

The study population consisted of fourth and fifth grade primary school students from the Jesús María Yepes Educational Institution. The selected population has similar characteristics, such as:

- The students are of both sexes.
- Their ages range from 11 to 12 years old.
- They are of low economic status.

Subject	Grade	Total
Students	4° A – 4°B	96
	5°A- 5°B	96
Teachers		15
family parents		30
Total		223

**Fuente:** SIMAT (Sistema de matrícula) -2019 de la I.E. Jesús María Yepes

**3.3 Sample:** The study sample of this work is composed of 192 students of the primary level of the sections of 4° and 5° "A" and "B" of the I.E Jesús María Yepes. We did not select the sample; we worked with all the students.



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**3.4. Variables:** Independent variable: corresponds to the usability of ICT, through the use of OVAS (Virtual Learning Objects) which, according to the age of the learners, are playful, interactive, reusable and adaptable strategies motivating learning.

Dependent variable: motivation of learning in English, taking advantage of the age of children, because it is a favorable time for attention and retention of knowledge. By relating the two key factors or components of the problem, it is possible to construct a hypothesis that guides the investigative action, because it seeks its verification and of course the solution to the problem posed, transforming the educational reality.

### **3.5. Data collection techniques and instruments**

Observation was developed through analysis that describes students' behavior when they become familiar with technological tools, their appropriate use, and the research they do to develop meaningful learning. Likewise, the Survey technique will be used, with the instrument the questionnaire, in order to obtain data that assesses the identification of the impact that new information and communication technologies have on the study population and how their use influences motivation.

### **3.6. Methods of data analysis**

The statistical processing of empirical data collected during the investigation was processed, considering instruments of descriptive and then inferential statistics. The results were presented in duly analyzed and interpreted statistical tables, which served as a basis for the respective discussion, to elaborate the general conclusions of the work.

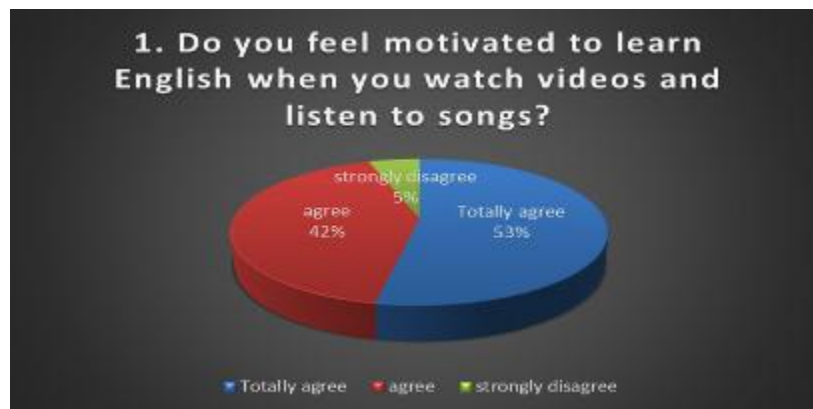
# ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

## Chapter IV

### Analysis and results

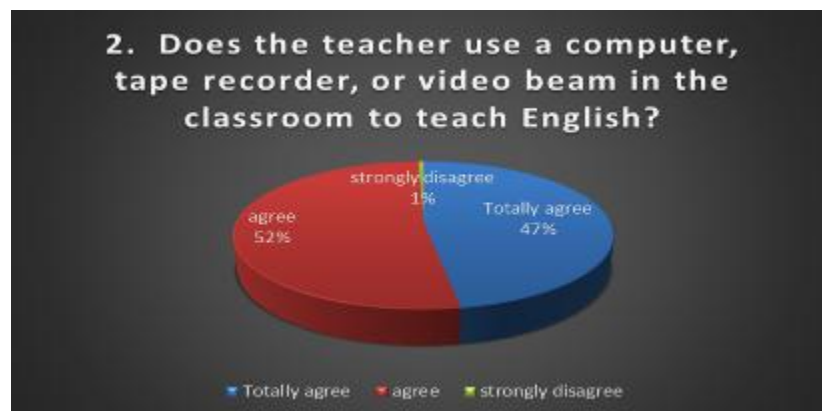
#### 4.1 survey of 192 students

graph # 1



1. This graph shows that the 192 fifth and fourth grade students, 53% of those surveyed, feel motivated by videos and audiovisual resources in English classes and we can observe that a small part of the student population, such as 5%, is in total disagreement.

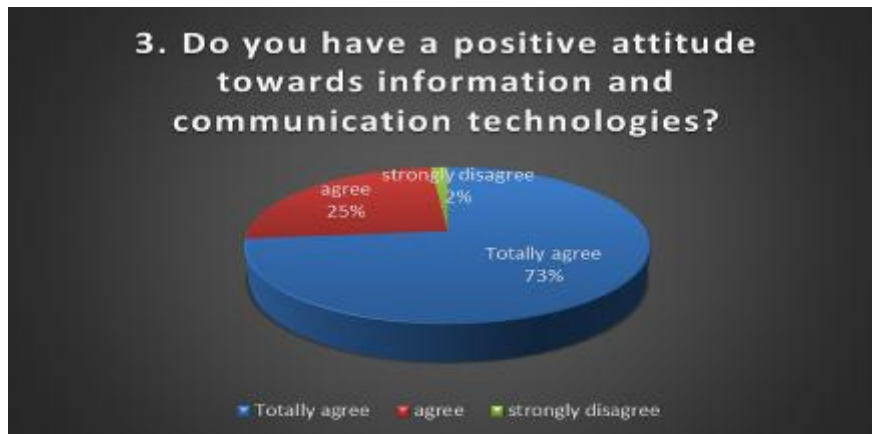
graph # 2



## ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

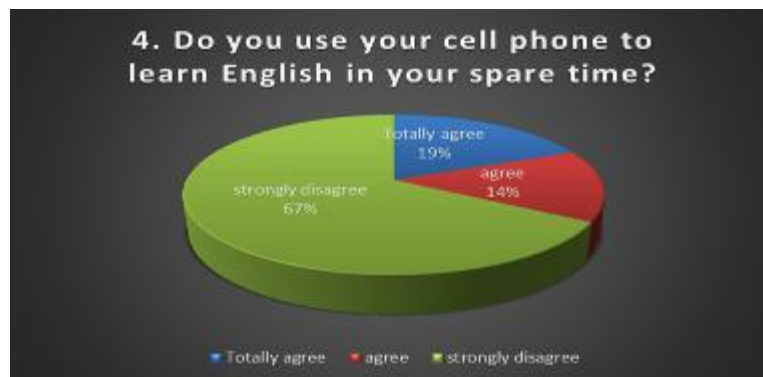
2. In this question it is evidenced that 100 students affirm that the teacher uses technological resources in some classes.

graph # 3



3. An analysis of 192 students shows that 140 of them have a positive attitude towards Information and Communication Technologies.

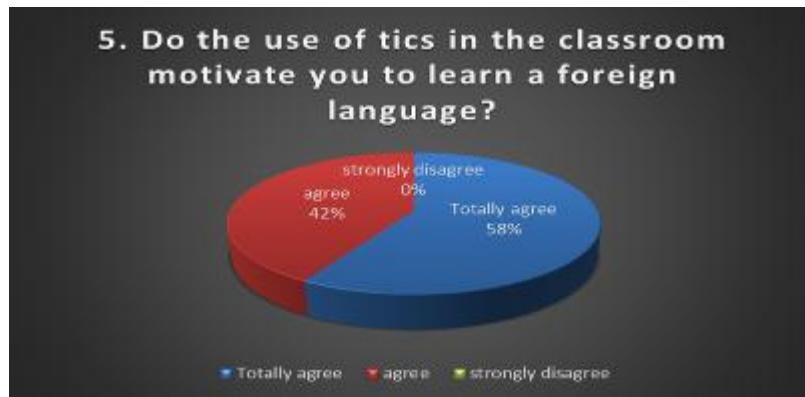
graph # 4



4. There are a significant percentage of students who do not use their cell phones to learn English, corresponding to 128 students, which is equivalent to 67%.

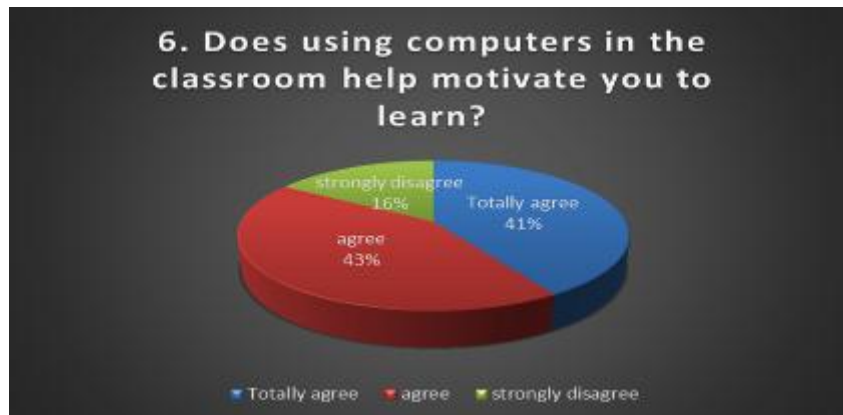
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graph # 5



5. This graph shows significant percentages between fully agreeing and agreeing that the use of information and communication technologies motivates them to learn a foreign language.

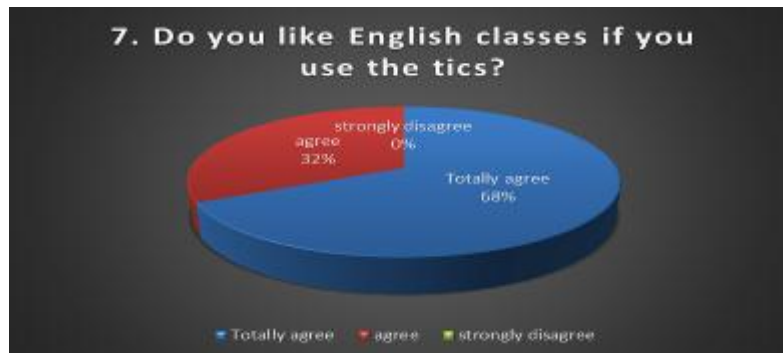
graph # 6



6. It can be observed in this graph that 43% and 41% of the 192 fourth and fifth grade students like the use of computers in the classroom.

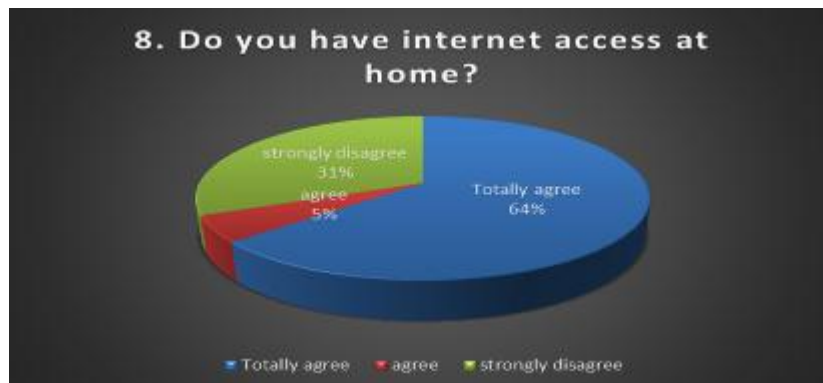
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graph # 7



7. This graph shows that 130 of the 192 students surveyed like the use of ICT in English classes.

graph # 8



8. It is observed that 64% of the students surveyed in the fourth and fifth grades have access to the Internet in their homes.

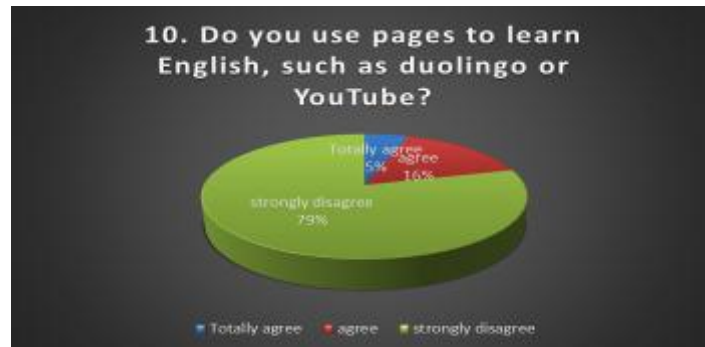
graph # 9



## ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

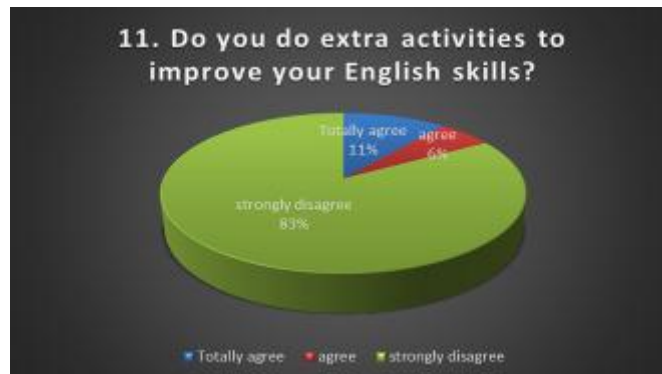
9. It can be observed that the use of technology is not indispensable in motivating the learning of a foreign language in class.

graph # 10



10. In this graph it can be observed that 79% of the students do not use web applications to learn English, only 10 students are motivated to use these applications to strengthen their knowledge.

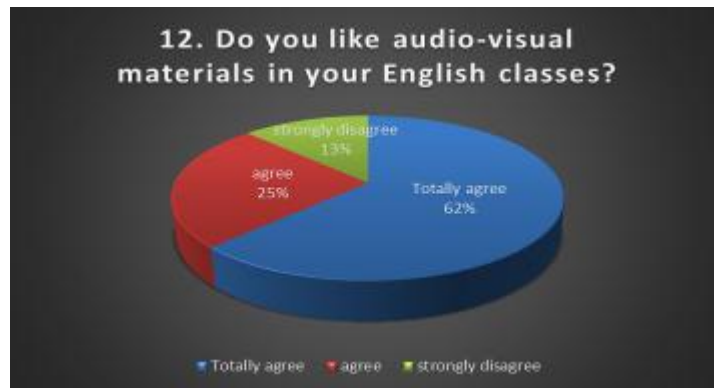
graph # 11



11. It is observed that 11% of the students carry out extra classroom activities to reinforce knowledge, of the 192 students surveyed 160 do not carry out such activities.

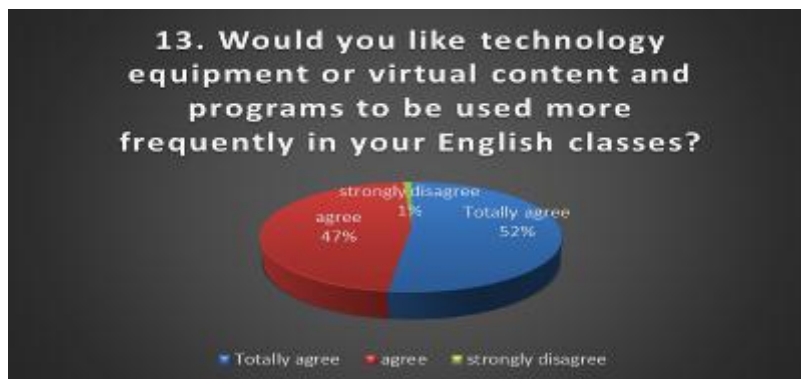
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graph # 12



12. It is observed that 62% of the students like audiovisual materials in English classes.

graph # 13



13. In this graph answering question 13 it is observed that one hundred and ninety students would like to use Information and Communication Technologies, as well as virtual programs to improve skills in a foreign language.

graph # 14



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14. In this question it is observed that students have an arbitrary attitude of participation in English classes when technological strategies are implemented in the classroom.

### 4.2 Teacher survey

graph # 15



1. It is observed that teachers do not always make use of information and communication technologies, since only 67% agree.

graph # 16

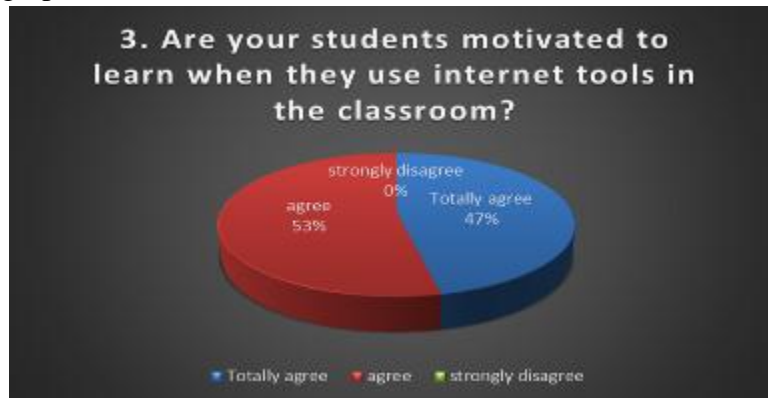




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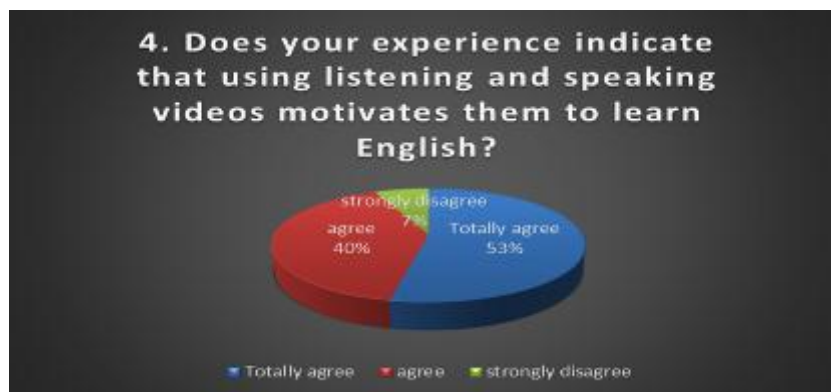
2. It is evident that only five teachers use videos and audios to stimulate learning in students of a foreign language.

graph # 17



3. It is analyzed that 53% of the fifteen teachers surveyed agree that the use of Internet tools promotes learning.

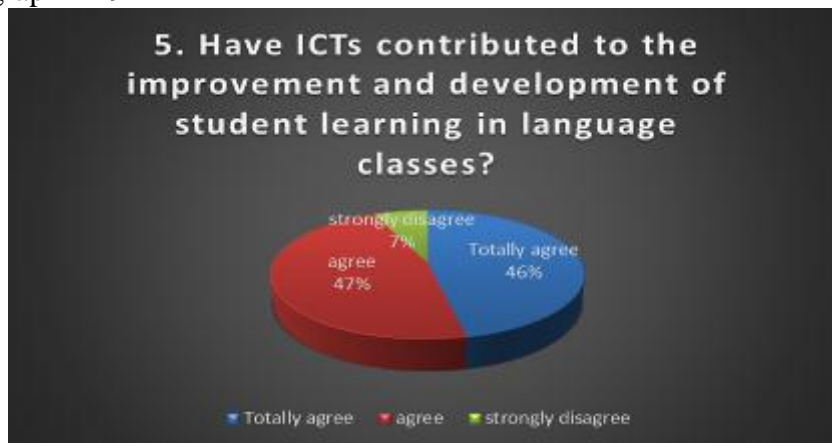
graph # 18



4. It is observed that eight teachers out of fifteen respondents fully agree that using videos motivates students to learn to speak and listen in a foreign language.

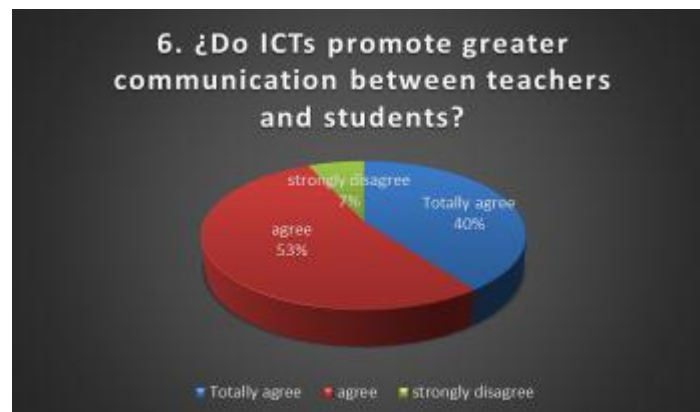
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graph # 19



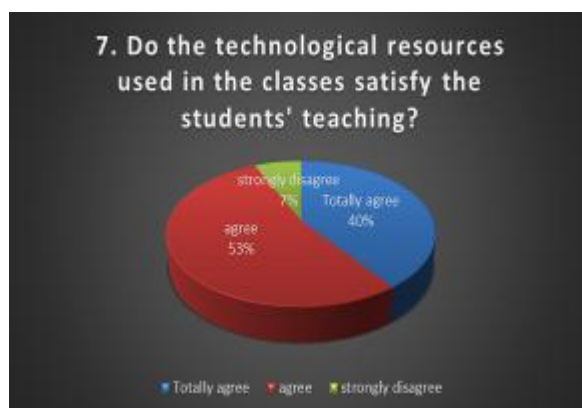
5. It is evident that only one teacher out of the fifteen respondents totally disagrees that ICTs contribute to the improvement and development of students' learning in a foreign language classroom.

graph # 20



6. It can be seen that 40% and 53% agree that information and communication technologies are good potential among student-to-teacher communication.

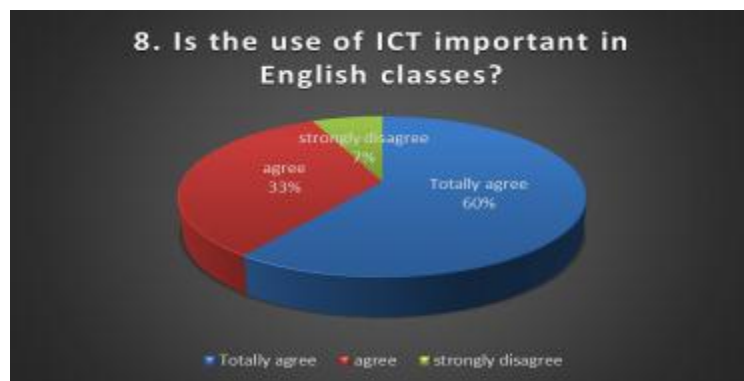
graph # 21



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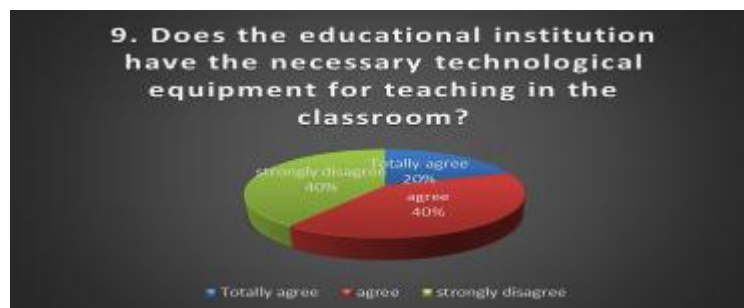
7. It is evident in the previous graph that the technological resources used in the English classes satisfy the teaching of the students in a 40% totally agree and 53% agree.

graph # 22



8. The graph shows that nine of the fifteen teachers surveyed agree that the use of technological resources in the classroom is important.

graph # 23



9. It is observed that only three of the fifteen teacher's surveyed state that they have the technological equipment necessary for teaching English in the classroom.

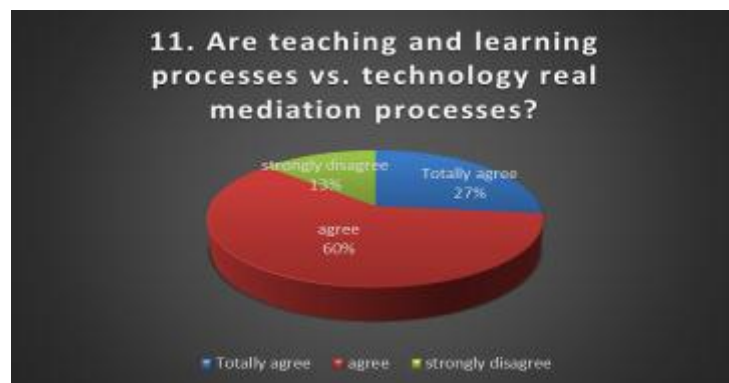
ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE  
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graph # 24



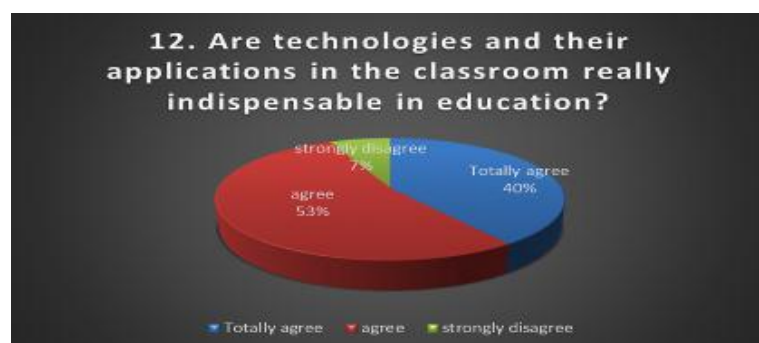
10. It is evident that in the previous graph the answers are very distributed with twelve teachers affirming that they agree that the videos motivate the students to learn a foreign language.

graph # 25



11. It is observed that 60% of the teachers surveyed agree that teaching processes of learning vs. technology are true mediation processes in the learning of a foreign language.

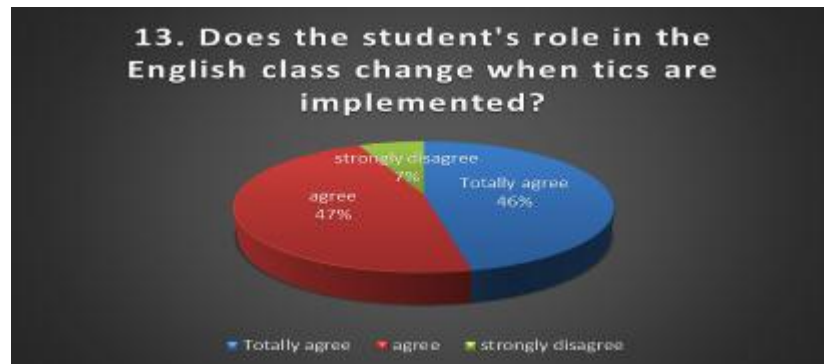
graph # 26



## ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

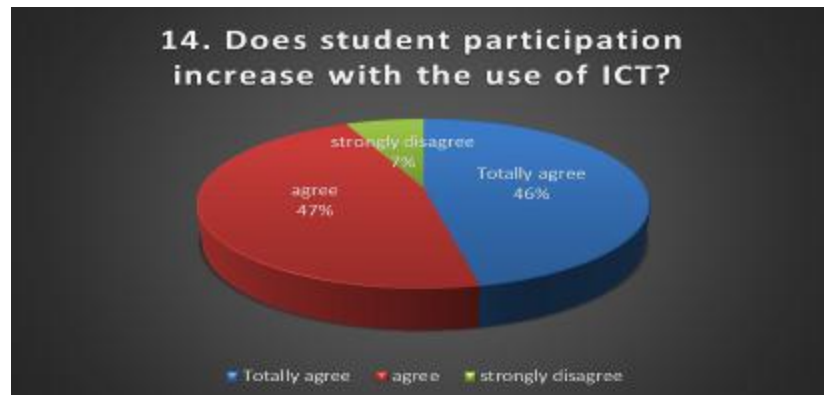
12. According to the graph of the fifteen teachers surveyed, fourteen agree that technologies and their applications in the classroom are really indispensable in education.

graph # 27



13. It is analyzed that a teacher of fifteen respondents corresponding to 7% totally disagrees that the role of the student changes in the English class when the tics are implemented.

graph # 28

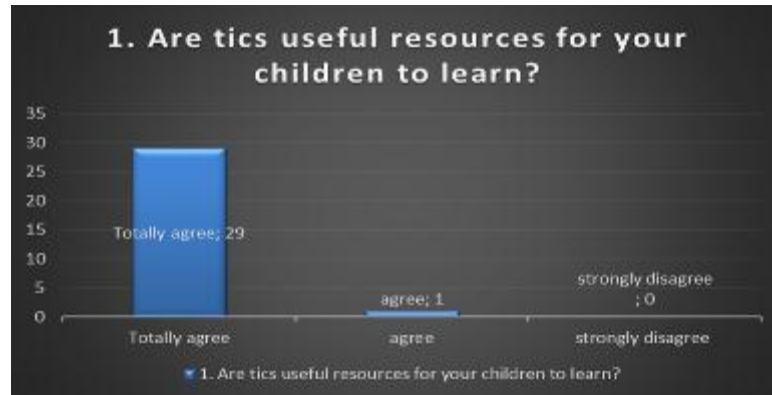


14. In the previous graph, it is evident that of the fifteen teachers surveyed, fourteen fully agree and agree that student participation increases with the use of ICT.

# ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

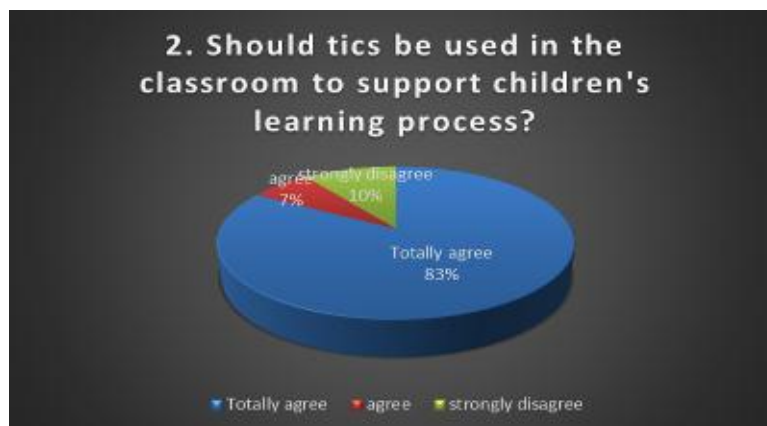
## 4.3 Parent Survey

graph # 29



1. It can be seen from the previous graph that of the thirty parents surveyed, 29 fully agree that information and communication technologies are useful resources for children's learning.

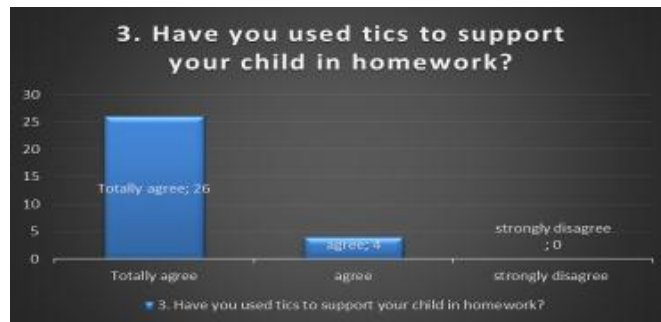
graph # 30



2. It is evident that of the thirty parents surveyed 83% fully agree that tics should be used in the classroom to support children's learning process.

# ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

graph # 31



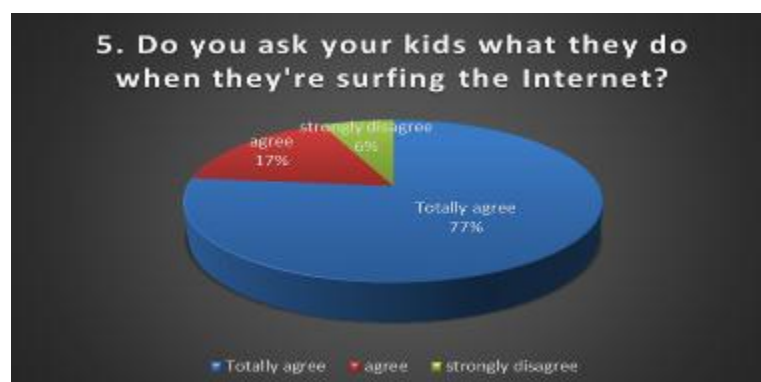
3. It is analyzed that 26 of the parents surveyed use tics to support their children in schoolwork.

graph # 32



4. It is observed in the previous graph that 77% of the parents surveyed totally agree that the new technologies that their children access generates academic advances or some significant learning.

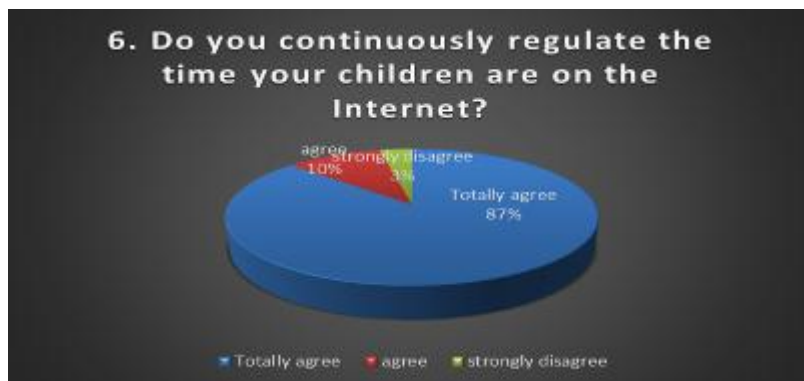
graph # 33



ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE  
LEARNING PROCESS OF A FOREIGN LANGUAGE.

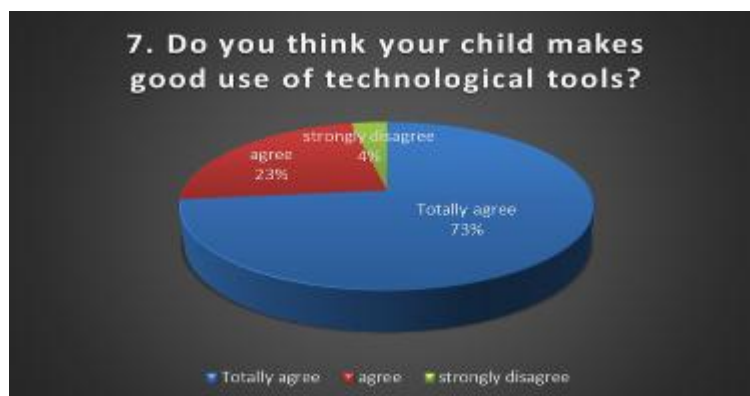
5. In the previous graph, 23 parents totally agree in asking their children what they do when they are surfing the Internet.

graph # 34



6. In the same way that the previous question was positive, it is also found that 87% of the parents surveyed continuously regulate the time that their children surf the Internet.

graph # 35

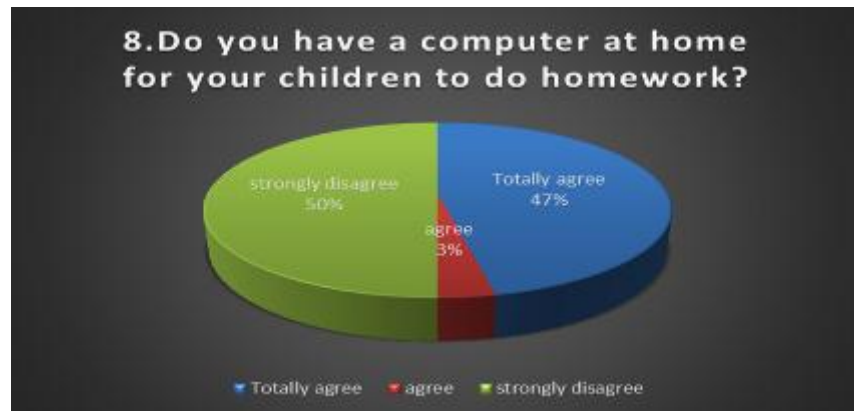




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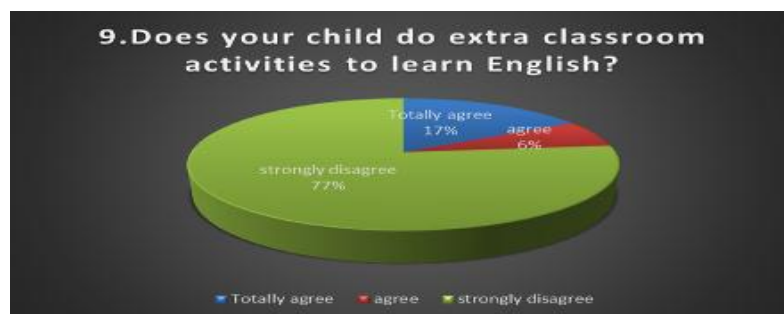
7. You believe that your child makes good use of technological tools, this question analyzes that the percentage is 73% of parents surveyed responds satisfactorily.

graph # 36



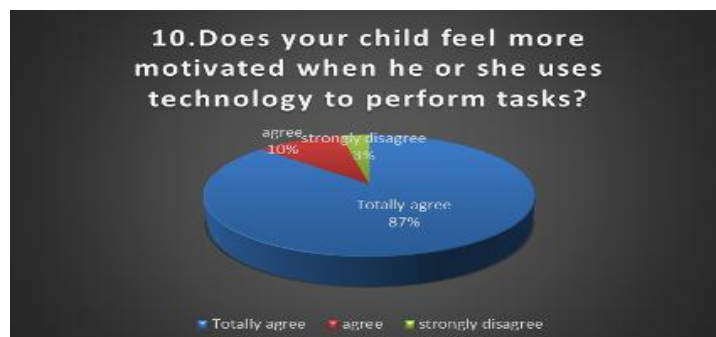
8. This graph shows that 50% of the parents surveyed do not have a computer at home to help their child with homework.

graph # 37



9. It is observed in this question that 23 of the 30 parents surveyed, their child does not do extra classroom activities to learn English.

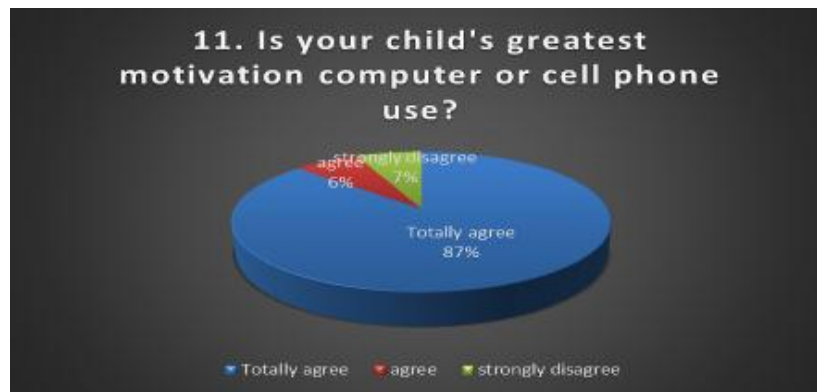
graph # 38



## ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE LEARNING PROCESS OF A FOREIGN LANGUAGE.

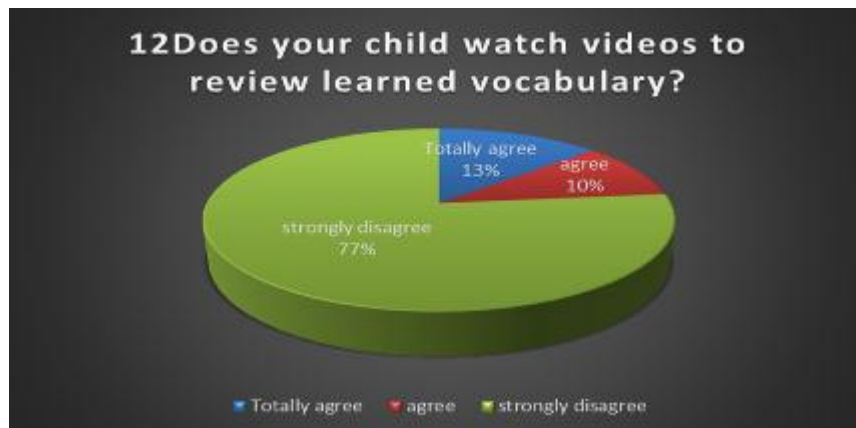
10. Of 87% of parents say that their child feels more motivated when they use technological resources to do homework.

graph # 39



11. It is observed that out of thirty parents surveyed, 26 of them totally agree that their child's greatest motivation is the use of a computer or cell phone.

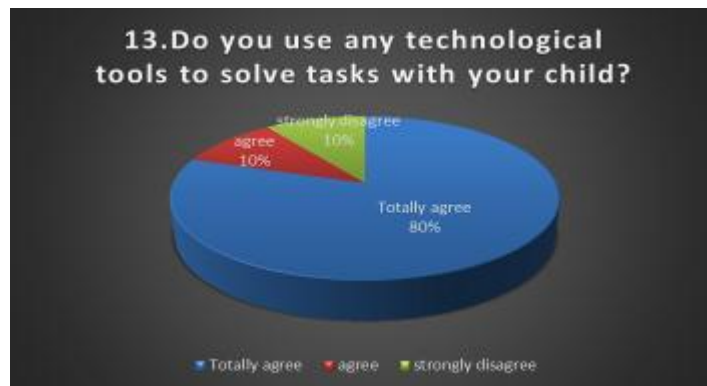
graph # 40



12. Your child watches videos to review the vocabulary learned, it is evident in the previous graph that 23 parents are in total disagreement with this question, corresponding to 77%.

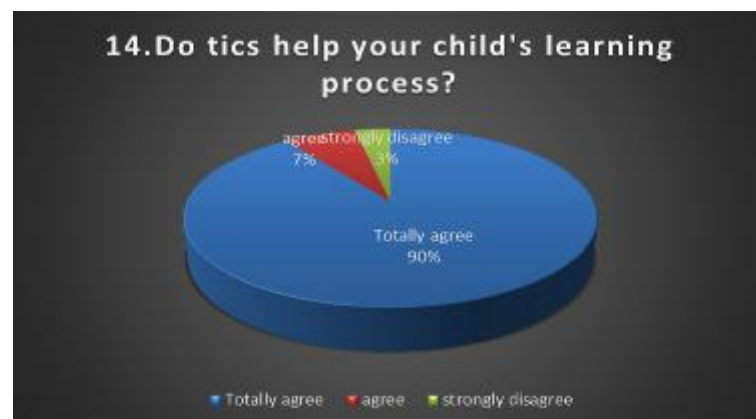
ANALYZE THE INFLUENCE OF THE USE OF ICT IN THE MOTIVATION OF THE  
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graph # 41



13. It is evident that 80% of parents use technological tools to solve school tasks with their child.

graph # 42



14. It is observed that 90% of the parents surveyed totally agree that tics helps their child's learning process.

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### **4.4 Discussion of results**

The teaching of English through the use of Information and Communication Technologies should not be limited, on the contrary, these imply an infinite number of strategies that allow students to transform the knowledge they are acquiring and bring it to real life. Students enjoy when the teaching of English is real and active. The results of the instrument are shown in detail below applied to students, parents and teachers.

So the hypothesis arising from the relationship of the two factors corresponds to the fact that "if ICT tools are implemented, it is possible that the students of the Jesús María Yepes School achieve a motivation to acquire a foreign English language and thus advance in learning.

According to studies, very few children have computers at home to do their homework, but they have access to their parents' cell phones that support this process in the students.

It is concluded between parents and teachers that students are motivated to learn a foreign language by using Information and Communication Technologies in classrooms and in the process of completing homework.

The results obtained in this research are valid, therefore, the application of the techniques and instruments allowed to measure the level of motivation towards the learning of the English area with the use of the Information and Communication Technologies of the fourth and fifth grade students. Motivation in a school context, according to RollandViau (1994), is a dynamic state that has its origins in the perceptions that a student has of himself and his environment, and that encourages him to choose an activity, to commit to it and to persevere in its completion, with the

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purpose of reaching a goal. Therefore, motivation is the interest that the student has for his own learning or for the activities that lead him to it. Interest can be acquired, maintained or increased by intrinsic and extrinsic elements. It must be distinguished from what has traditionally been called motivation in the classroom, which is nothing more than preparing for an action and encouraging itself to perform it with interest and diligence.

With the results obtained, it could be suggested that new technologies are a very useful tool for English learners and that it is recommended that students be trained so that they can take full advantage of the tools available to them. It is possible to think that students prefer the use of new technologies rather than the use of traditional tools, and teachers are putting these new teaching methods into practice. There are several resources that new technologies make available to students to complete their knowledge, such as YouTube videos, even vocabulary or grammar applications available to everyone on the web. Nowadays there are more possibilities to learn independently.

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## Chapter V

### Conclusions and recommendations

- ❖ Teachers should be aware that when a foreign language is taught in the classroom, the student must be conveyed the need to speak English and use it as a means of communication so that the student can develop language skills by being in contact with the language.
- ❖ The knowledge of a foreign language helps to strengthen the communication and the broadening of knowledge and experience of other cultures. The interests are focused on getting the students to improve the four areas of their basic skills (speaking, listening, reading and writing), in order to have good communication skills. Skills in the communicative process.
- ❖ Parents are encouraged to support the processes of teaching a foreign language from the free time of children in order to train the brain, the Internet offers a variety of activities to learn and reinforce any skill, cannot miss the opportunity to use the resources it provides such as online dictionaries, questionnaires, listening to words, conversations and stories among many other activities.
- ❖ From the interaction with the computer or electronic devices, the students demonstrated greater availability as they develop the activities proposed by the teachers.
- ❖ Technology in learning is better adapted to the needs of each student, because each one advances at his or her own pace, thus promoting autonomous learning. It is important to

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adjust the subjects and knowledge of the students to their context, making good use of the didactic resources offered by the educational institution, especially the technology to which they currently have access, but which is not being implemented for the English classes, given that children feel motivated with the technological resources, it is important to implement it in the classes.

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